



Early Childhood Quality Assurance Report Project

Interim Report
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Executive Summary

The Quality Assurance Report (QAR) Program, which includes assessment and coaching, is a continuous improvement process to support early childhood programs. In 2022, Missouri Department of Elementary and Secondary Education Office of Childhood (DESE OOC) contracted with the Early Childhood Innovation Center (ECIC) at the University of Missouri-Kansas City-Institute for Human Development (UMKC-IHD) to implement the QAR Pilot Program for a sixth cohort of 250 classrooms in 50 early childhood programs. The project was expanded in 2023 by enrolling new programs (some from Cohorts 1-5) for a total of approximately 500 classrooms. For all classrooms, DESE OOC is using the Classroom Assessment Scoring System®(CLASS). This interim report describes the first 18 months of the project.

Since February 2022, ECIC completed the launch and installation of the project. This included assigning or hiring 18 highly qualified staff members, onboarding new staff, training staff in the assessment instruments, and training staff in the coaching model. This year, ECIC incorporated CLASS affiliate trainers to the QAR team. This action directly supports state-wide capacity-building for QAR implementation. Early childhood quality specialists (ECQS) are located throughout the state to ensure comprehensive program implementation.

Installation also included contacting and enrolling early childhood programs to confirm their participation in the cohort. To date, 88 programs representing 498 classrooms are enrolled. ECIC conducted five orientation webinars to introduce the QAR Pilot to program leaders and staff. Slight changes to the initial classroom assessment protocols include shifting from the CLASS Pre-K assessment instrument to the Second Edition of the CLASS Pre-K assessment instrument and adding the CLASS Infant/Toddler and CLASS Pre-K Environments tool. Missouri is on the forefront of implementation with these instruments since they were just published within the past year.

Preliminary CLASS data are available for 436 classrooms (85 infant classrooms, 153 toddler classrooms, and 198 Pre-K classrooms). Overall, scores are slightly higher than national norms. Scores are grouped by domains and use a seven-point scale. Scores of 1 to 2 are considered ineffective, 3 to 5 indicate a mix of effective and non-effective interactions, and 6 to 7 indicate effective interactions are consistent. There is one domain for infants, two domains for toddlers, and three domains for Pre-K children. The average infant domain score for Responsive Caregiving was 4.64. The toddler score for Emotional and Behavioral Support was 5.30 and 3.21 for Engaged Support for Learning. For Pre-K, Emotional Support averaged 5.69, Classroom Organization averaged 5.10, and Instructional Support averaged 2.93.

Coaching sessions occurred on a regular basis and reports were analyzed. A total of 1,503 coaching visits were completed with educators since the project began. Coaching

sessions mostly occurred in-person (80.2%). The majority of coaching interactions focused on building partnerships (40.9%), which is the foundation of Practice-Based Coaching. For 29.2% of visits, the focus was on shared goals and action planning. Educators' feedback indicate they are reflecting on their practices (4.48), improving on their practices (4.38), and deciding their own goals (4.41). Educators reported less efficacy in making progress on their goals (3.94); however, many of them have only recently engaged in coaching, so it is expected that goal attainment ratings will improve over time.

Results suggest that using CLASS for the QAR program is a promising approach. It appears that the design of the program and the coaching model are scalable, feasible, and well-received by program administrators. Baseline data collected and analyzed in this work will be used to examine the effects of data-informed coaching. This study can be used to inform future efforts regarding quality improvements in early childhood programs in Missouri.

"I feel that participating in the QAR program is very beneficial to the center."
- Educator

Background

In December 2019, DESE received a Preschool Development Grant Birth to Five (PDG B-5) grant from the U.S. Administration for Children and Families, U.S. Department of Health and Human Services (DHHS) and the U.S. Department of Education (DOE). This grant provides funding to coordinate a “more effective, high-quality early learning system that prepares children to be ready for school.” One activity for the PDG B-5 grant is to pilot the Quality Assurance Report (QAR), a continuous improvement process for early learning programs and to provide families with information about quality programs. The Pilot Program is authorized by the Missouri Legislature. The QAR employs evidence-based practices with a goal to ensure that all children have access to high-quality early childhood care and education (ECCE). The project is designed to intentionally include children with disabilities, special health care needs, and those in rural areas with limited access to early childhood programs.

Since 2019, five cohorts of early childhood programs participated in the QAR Pilot Project. Their participation included evidence-based classroom environment assessments and on-site consultation from early childhood professionals. The Missouri Department of Elementary and Secondary Education Office of Childhood (DESE OOC) was interested in exploring a different model for the sixth cohort, using the *Classroom Assessment Scoring System*^{i,ii,iii} (CLASS). CLASS is an observational assessment tool and a recognized quality improvement system that measures teacher-child interactions. DESE OOC is also interested in testing the efficacy of a model that provides assessment and technical support related to program administration, before providing supports in classrooms.

Project Design

In 2022, DESE OOC contracted with the ECIC to implement the QAR Program for Cohort #6 and evaluate its effectiveness. The work plan included assessing approximately 250 classrooms in 50 programs. In 2023, DESE OOC expanded the contract with the ECIC to implement the QAR project with all currently participating programs and additional newly enrolled programs. This work plan involves serving a total of 500 classrooms.

Programs new to the project were encouraged to attend a virtual orientation webinar. These webinars were offered at multiple days and times. Webinars outlined timelines, project design, and coaching implementation. After the webinar, the programs were contacted to begin the coaching process. This includes a packet of information that outlines the coaching agreement, information about the assessment tools, and information about coaching implementation. The first visit with the teacher included reviewing the coaching agreement and coaching model, a focused process of getting to

know the teacher, and defining preferred coaching strategies. The second visit with the teacher included information regarding assessments, as well as initial goal planning.

ECIC is conducting a comparative evaluation study to examine the effectiveness of two models:

Model # 1: Classrooms are assessed using the CLASS instrument and teachers engage in coaching for continuous quality improvement (CQI) focusing on effective teaching practices over a period of 16 months.

Model #2: In addition to classroom assessments using the CLASS, programs in Model 2 are also assessed regarding administrative policies and practices using three instruments: the *Program Administration Scale*^{®iv} (PAS), the *Organizational Equity Assessment*^v (OEA), and the *Early Childhood Work Environment Survey*^{®vi} (ECWES). Administrators engaged in coaching and technical support for CQI at the program level during 2022, focusing on effective administrative practices. In 2023, ECIC is re-assessing programs regarding administrative policies and practices to measure improvement. If programs show progress and meet an established program quality threshold, they receive CQI coaching at the classroom level, focusing on effective teaching practices for the remainder of 2023. If programs do not meet the quality threshold, they will continue to receive coaching on administrative practices for the duration of the project.

For the comparative study, ECIC is using a pre-/post- research design to measure improvement over time, with classroom interactions (CLASS scores) as the primary outcome variable. Programs were randomly assigned to either Model #1 or Model #2. All classrooms, regardless of their model assignment, received initial CLASS assessments to establish a baseline measurement and a second assessment (at Time 2) using the CLASS at the end of the study. The comparative analysis will show change-over-time for the two models. A final report will be prepared to describe the process and outcomes of the study.



ECIC is using the Practice-Based Coaching^{vii} (PBC) model for structured coaching implementation. PBC is a cyclical process for supporting teaching and administrative staff's use of effective practices that lead to positive outcomes for children and programs. Fundamental to PBC is Establishing the Partnership, an essential element to coaching cycle components that ensures collaboration between the coach and coachee. The coaching cycle components are: 1) Shared goals and action planning; 2) Focused observations; and 3) Reflection and feedback. ECIC is using a hybrid-coaching format, with monthly on-site coaching sessions, and monthly virtual coaching visits with teachers and administrators.

Classroom interactions using the CLASS continue to be used, along with an environmental assessment using the CLASS Environments. PBC model for structured coaching interventions continues to be the method for interactions between early childhood quality specialists (ECQS) and educators.

Process Evaluation

ECIC Staffing

ECIC assigned 24 individuals (18.14 FTEs) to work on the QAR Project. Staff roles include principal investigator, project coordinator, data analyst, team leads, ECQS, and logistical support staff. To expand project services and scope for 2023, the project was restructured to include team leads who assist in supervision of the ECQS, as well as the addition of eight ECQS. Team Leads were promoted from existing ECQS positions.

ECQS are responsible for assessing and coaching programs. A total of 14 positions were available, with existing specialists filling three of these roles and 11 additional staff hired. Applicants were recruited from local, regional, and national networks including regional networks, the Missouri Association for the Education of Young Children, Missouri Head Start Association, the certified CLASS assessor registry, the American Educational Research Association, National Head Start Association, and the National Association for the Education of Young Children. These organizations were encouraged to forward the recruitment posting throughout the state and across the U.S. Specific requirements for the ECQS positions included:

- Bachelor's degree or higher,
- Experience in early childhood education,
- Experience working with adults (specifically training, coaching, or mentoring), and
- Willingness to engage in field-based, remote work (including travel within the state).

Interviews were held virtually. Most specialists started March – April 2023. All specialist positions are currently filled, and the project is fully staffed.

The QAR staff represent a highly qualified array of educational backgrounds and work experiences. Of the five staff that are in leadership positions with the project, two have doctoral degrees, one has an educational specialist degree, and two have master's degrees. Of the ECQS, six (43%) have master's degrees and eight (56%) have bachelor's degrees. They also bring a broad range of experiences to the position: school district administration, early intervention, classroom-based instruction, early learning program management, music therapy, and non-profit administration.

Staff Onboarding. In addition to standard ECIC on-boarding processes, staff for the ECQS positions participate in a series of on-going staff development activities.

- **Classroom Assessment Scoring System (CLASS)** – CLASS training is completed as a synchronous, on-line training sessions for staff through Teachstone¹ initially and then by ECIC affiliate trainers. Staff then completed rigorous reliability testing through Teachstone for each of the Infant, Toddler, and Pre-K instruments.
- **Practice-Based Coaching** - Coaches complete an online, asynchronous training on Practice-Based Coaching (PBC)², with a follow-up two-day training, either in-person or virtually.

Observation Tool Training and Reliability. To maintain fidelity with program implementation, ECIC requires ECQS to be trained and achieve reliability in the CLASS instruments to conduct observations. All of the ECQS were trained and achieved reliability in CLASS as reported in Table 1. They are also required to be trained in PBC before they enter the field for coaching duties.

Table 1. Observation Tool Reliability

| Observation Tool | Number of Staff Trained | Percent Reliable |
|--|-------------------------|------------------|
| CLASS – Infant | 18 | 100% |
| CLASS – Toddler | 18 | 100% |
| CLASS – Pre-K | 18 | 100% |
| CLASS – Infant/Toddler Environments | 18 | N/A ³ |
| CLASS – Pre-K Environments | 18 | N/A ⁴ |
| CLASS – Pre-K Affiliate Trainer | 5 | 100% |
| CLASS – Infant/Toddler Affiliate Trainer | 4 | 100% |

¹ Teachstone, Inc., is the owner of the CLASS instrument and exclusively provides products and training for observer certification, on-going support, and training for the affiliate model. (<https://teachstone.com/products-and-trainings/>)

² The Pyramid Model Consortium offers online training in the Practice-Based Coaching model (<https://www.pyramidmodel.org/>). The ECIC Leadership Team offers additional training the model for application in the QAR Program.

³ The CLASS – Infant/Toddler Environments and CLASS – Pre-K Environments were released in 2022 and tools for establishing reliability are not yet developed. The ECIC is participating in the reliability study for these instruments.

On-Going Program Staff Development

To ensure the remote program staff continue in their professional growth and to ensure consistency in program implementation, a variety of meetings are scheduled with staff on a regular basis.

- **Team Meeting** – The QAR project team gathers monthly to discuss program implementation. Topics have included human resources reminders, scheduling/training updates, coordination of service delivery, and other administrative topics. An agenda is provided, and agenda items are solicited prior to the staff meeting.
- **Professional Learning Community (PLC)** – Project team members meet twice monthly to engage in a robust book study. Team members rotate leading the PLC meeting. Team members completed the study of *Conscious Discipline: Building Resilient Classrooms*^{viii} in March 2023. Project team members were queried in February 2023 to select a topic for the next book study. Of the topics generated, ECQS requested further study in culturally competent coaching practices. The book *Hearing All Voices: Culturally Responsive Coaching in Early Childhood*^{ix} was selected and study began in May.
- **Coaching Roundtable** – ECQS meet monthly to attend this open-format meeting where they bring questions and ideas centering around implementation of PBC with educators. This meeting is facilitated by the Team Leads.
- **Conference Attendance** – Selected QAR program staff attended and presented at conferences to contribute to their professional development and to represent the QAR Project to the greater early childhood community. Staff attended Conference on the Young Years, Teachstone InterAct, and the National Association for the Education of Young Children Professional Learning Institute.

QAR Information Dissemination

Several activities for information dissemination about the QAR Program have been available throughout the first half of program implementation.

- **Conference on the Young Years (CYY)** – The QAR Project Coordinator presented two sessions at CYY in March 2023: *What is the Missouri Quality Assurance Report?* and *All About CLASS*. Each session was attended by approximately 35 educators. Also, ECIC hosted an informational booth at CYY. Approximately 600 informational fliers about the QAR project were distributed and 30 programs submitted applications as a result of this recruitment activity.

- **MO-SECA Leadership Academy** – QAR project fliers were included in participant packets for the Missouri Supporting Early Childhood Administrators (MO-SECA) Leadership Academy in March 2023. Approximately 219 administrators attended this academy.
- **InterAct Conference** – The first in-person conference hosted by Teachstone was held in April 2023 and attended by approximately 350 individuals from across the U.S., including the ECIC QAR project team. The QAR Project Coordinator presented a session: *Missouri Quality Assurance Report: Using CLASS to Improve Teaching Practices*. Also, the ECIC QAR leadership met with Bridget Hamre (author of the CLASS Instruments) and with Teachstone’s research and evaluation team to share about developments in the QAR and explore opportunities for collaboration.
- **InterAct Now!** – The virtual companion to the InterAct conference, InterAct Now! was held the first week of May 2023. The Project Coordinator presented two sessions at the conference: *Missouri Quality Assurance Report: Using CLASS to Improve Teaching Practices* and *Using Innovative Methods to Analyze CLASS Data for Targeted Coaching Interventions*.

Program Enrollment

Eighty-eight early learning programs with 498 classrooms are enrolled in QAR. Of these, 107 classrooms continued from Cohorts 1-5, 214 classrooms are enrolled from Cohort 6, and 177 classrooms were recruited and enrolled in 2023. Table 2 shows details about the programs.

Table 2. Information about QAR Enrolled Programs

| | |
|--|-----|
| Number of Programs | 88 |
| Number of Classrooms | 498 |
| Program Size | |
| Family Child Care | 4 |
| Small (1-5 classrooms) | 49 |
| Large (6+ classrooms) | 35 |
| Region (Classrooms) | |
| North Central | 15 |
| Northwest | 7 |
| Northeast | 9 |
| Kansas City | 58 |
| Central | 77 |
| St. Louis | 214 |
| Southwest | 83 |
| Southeast | 35 |
| Average Child Enrollment Capacity | 97 |
| # of Programs Receiving State Subsidy | 74 |
| # of Programs Receiving Head Start Funding | 14 |

Outcome Evaluation

Classroom Assessments

CLASS Overview. The CLASS is an observational tool used to evaluate the process quality of early childhood classrooms. The CLASS focuses on observed teacher-child interactions through a series of four short observation rounds (15 – 20 minutes per round depending on the instrument used). After each observation round, each dimension is scored on a scale of 1 to 7. Scores are determined by scoring indicators for each dimension low, mid, or high. CLASS instruments are tailored to different age groupings: infant (0-18 months), toddlers (19-35 months), and preschool (3 – 5 years). Beginning in 2022, Teachstone published a revised and updated version of the Pre-K CLASS tool (2nd Edition). The QAR Project used this instrument to assess preschool classrooms beginning in 2023, along with the CLASS Infant and CLASS Toddler instruments. Table 3 outlines the domains and dimensions for each CLASS instrument.

Table 3. Domains and Dimensions of the CLASS

| Infant (Birth – 18 months) ^x | Toddler (19 – 35 months) ^{xi} | Pre-K – 2 nd Edition (3-5 years old) ^{xii} |
|---|---|---|
| Responsive Caregiving <ul style="list-style-type: none"> • Relational Climate • Teacher Sensitivity • Facilitated Exploration • Early Language Support | Emotional and Behavioral Support <ul style="list-style-type: none"> • Positive Climate • Negative Climate • Teacher Sensitivity • Regard for Child Perspectives • Behavior Guidance | Emotional Support <ul style="list-style-type: none"> • Positive Climate • Negative Climate • Educator Sensitivity • Regard for Child Perspective |
| | Engaged Support for Learning <ul style="list-style-type: none"> • Facilitation of Learning and Development • Quality of Feedback • Language Modeling | Classroom Organization <ul style="list-style-type: none"> • Behavior Management • Productivity • Instructional Learning Formats |
| | | Instructional Support <ul style="list-style-type: none"> • Concept Development • Quality of Feedback • Language Modeling |

CLASS Results. A total of 436 CLASS observations were completed in April 2022 for Cohort 6 and from March – June 2023 with classrooms from Cohorts 1-5 and newly enrolled programs. Of these, 85 Infant classrooms, 153 Toddler classrooms, and 198 Pre-K classrooms were assessed. There are 62 observations remaining that have been deferred to fall 2023 due to classroom and/or program closures (e.g., closed for summer, no lead teacher). Preliminary CLASS data show that, overall, scores in Missouri programs tend to be higher than the current national averages.

The relational climate/positive climate and teacher sensitivity dimensions are the highest scoring items in the mid-high range, with scores of ranging from 5.09 – 5.82. Dimensions regarding implementing concept-related content to children and language support were in the low to low-mid range, with scores ranging from 2.58 – 3.56. These initial results are consistent with reported national averages. Domain and dimension average scores are reported in Table 4.

Preliminary CLASS data show that, overall, scores in Missouri programs tend to be higher than the current national averages.

Table 4. Class Instrument Preliminary Average Scores

| CLASS Instrument | Average Score | SD | National Average |
|--|---------------|------|------------------|
| CLASS Infant (n=85) | | | |
| Responsive Caregiving | 4.64 | .98 | - |
| Relational Climate | 5.44 | 0.85 | 5.04 |
| Teacher Sensitivity | 5.27 | 1.05 | 4.75 |
| Facilitated Exploration | 4.10 | 1.34 | 3.68 |
| Early Language Support | 3.83 | 1.20 | 3.31 |
| CLASS Toddler (n=153) | | | |
| Emotional and Behavioral Support | 5.30 | 0.78 | - |
| Positive Climate | 5.48 | 0.97 | 5.03 |
| Negative Climate ⁴ | 6.36 | 1.43 | 5.30 |
| Teacher Sensitivity | 5.09 | 1.09 | 4.33 |
| Regard for Child Perspectives | 4.64 | 1.03 | 4.36 |
| Behavior Guidance | 4.59 | 1.18 | 4.07 |
| Engaged Support for Learning | 3.21 | 0.89 | - |
| Facilitation of Learning and Development | 3.56 | 1.03 | 3.43 |
| Quality of Feedback | 2.77 | 0.95 | - |
| Language Modeling | 3.24 | 0.94 | 2.22 |
| CLASS Pre-K (n=198) | | | |
| Emotional Support | 5.69 | 0.77 | - |
| Positive Climate | 5.82 | 1.00 | 5.21 |
| Negative Climate ¹ | 6.82 | 0.31 | 6.37 |
| Teacher Sensitivity | 5.40 | 1.00 | 4.34 |
| Regard for Student Perspective | 4.80 | 1.02 | 4.36 |
| Classroom Organization | 5.10 | 1.01 | - |
| Behavior Management | 5.37 | 1.09 | 4.94 |
| Productivity | 5.37 | 1.13 | 5.41 |
| Instructional Learning Formats | 4.60 | 1.04 | 4.57 |
| Instructional Support | 2.93 | .91 | - |
| Concept Development | 2.58 | .88 | 2.69 |
| Quality of Feedback | 2.89 | .94 | 2.87 |
| Language Modeling | 3.25 | .98 | 2.85 |

CLASS Environment. Beginning in 2023, new programs also had the CLASS Environment assessments conducted in their classrooms. The CLASS Environment measure is a supplemental tool designed for use in conjunction with the CLASS observation, which describes and measures features of the environment that can support effective interactions. The CLASS Environment assessments are divided into two instruments: Infant-Toddler (birth – 35 months) and Pre-K - K (36 months – Kindergarten). The Infant-Toddler tool consists of 32 items (14 in Emotional and Behavioral Support and 18 in Engaged Support for Learning) and the Pre-K-K tool consists of 29 items (10 in Emotional Support, 8 in Classroom Organization, and 11 in

⁴ Scores for these dimensions are reverse-coded for this item and have been adjusted to match the 1-7 scale.

Instructional Support). Items, scored on a scale of 1 to 3 (1 – no, none, never, 2 – few, some, limited, and 3 – most, many, varied), correlate with the CLASS dimensions for each tool.

Most Environment scores averaged in the “few, some, limited” range. The overall infant classroom average was 2.15, overall toddler average was 2.29, and overall preschool average was 2.46. Table 5 shows the results of the domain and dimension average scores for the CLASS Environment assessments for infant, toddler and Pre-K classrooms. Further comparison of scores with CLASS scores and implications for practice will be included in the final report.

Table 5. CLASS Environment Average Scores

| CLASS Environment Instrument | Average Score | SD |
|--|---------------|-------------|
| CLASS Environment Infant Classrooms (n=41) | 2.15 | 0.84 |
| Emotional and Behavioral Support | 2.24 | 0.84 |
| Arrangements | 2.62 | 0.65 |
| Displays | 2.68 | 0.78 |
| Materials | 2.75 | 0.53 |
| Arrangements/Displays/Materials | 1.84 | 0.84 |
| Emotional and Behavioral Support | 2.08 | 0.83 |
| Arrangements | 2.66 | 0.61 |
| Displays | 1.00 | 0.00 |
| Materials | 2.09 | 0.83 |
| Arrangements/Displays/Materials | 1.71 | 0.72 |
| CLASS Environment Toddler Classrooms (n=84) | 2.29 | 0.81 |
| Emotional and Behavioral Support | 2.34 | 0.80 |
| Arrangements | 2.65 | 0.67 |
| Displays | 2.81 | 0.80 |
| Materials | 2.86 | 0.44 |
| Arrangements/Displays/Materials | 2.02 | 0.76 |
| Emotional and Behavioral Support | 2.26 | 0.82 |
| Arrangements | 2.76 | 0.48 |
| Displays | 1.42 | 0.69 |
| Materials | 2.29 | 0.81 |
| Arrangements/Displays/Materials | 2.01 | 0.83 |
| CLASS Environment Pre-K (n=99) | 2.46 | 0.74 |
| Emotional Support | 2.55 | 0.68 |
| Arrangements | 2.61 | 0.67 |
| Displays | 2.47 | 0.66 |
| Materials | 2.98 | 0.14 |
| Arrangements/Displays/Materials | 2.34 | 0.74 |
| Classroom Organization | 2.59 | 0.68 |
| Arrangements | 2.79 | 0.81 |
| Displays | 2.02 | 0.51 |
| Materials | 2.77 | 0.81 |
| Instructional Support | 2.28 | 0.81 |

| CLASS Environment Instrument | Average Score | SD |
|------------------------------|---------------|------|
| Displays | 1.92 | 0.85 |
| Materials | 2.27 | 0.81 |
| Displays/Materials | 2.41 | 0.76 |

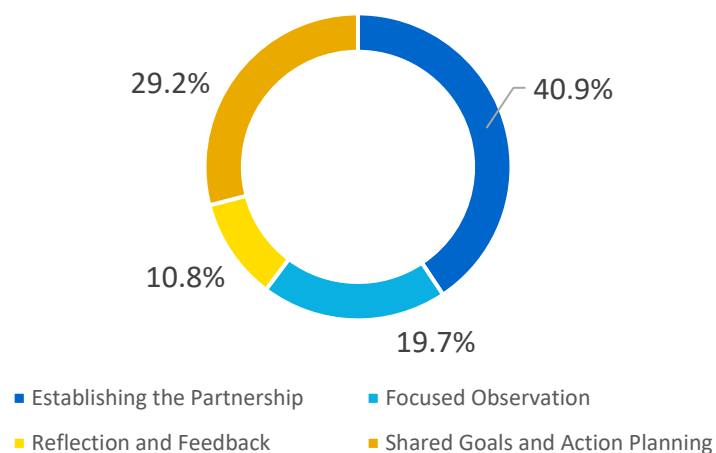
Coaching

Program administrators and teachers receive individual feedback, delivered by their assigned ECQS. The ECQS meet with the program director for center-based educators to debrief assessment scores, review coaching expectations through review of the Coaching Agreement, and share how educator goals will be shared. Specialists then engage in coaching with educators using the PBC model. The initial educator visit includes discussion of the Coaching Agreement and the implementation of different coaching strategies, gathering input into preferred coaching strategies to guide coaching activities. Subsequent visits involve sharing individual classroom assessment scores, completing individual needs assessments on identified teaching practices, and beginning the PBC coaching cycles starting with goal and action planning, following with the remain components of focused observation and reflection and feedback.

Practice-Based Coaching.

Coaching implementation for programs in Cohort 6 began in August 2022. With the addition of all QAR participants in 2023, a total of 1,503 coaching visits have occurred, totaling 731.5 hours of coaching with classroom educators. Coaching sessions mostly occurred in-person (80.2%). Coaching activities are reported for each coaching interaction with an educator.

Figure 1. Practice-Based Coaching Component Implementation (n=1,503)



The majority of coaching interactions focused on Establishing the Partnership (40.9%). This follows the expectation for the Practice-Based Coaching model to build relationships with educators as the first step of the coaching relationship. (See Figure 1.)

Coaches reported which coaching strategies they used during coaching sessions. Multiple methods can be used during one session. Coaching strategies varied greatly.

The intentional focus on relationships (42.8%) was the most frequent component of coaching, followed by the ongoing use of an action plan (31.9%) and reflective conversations (27.4%).

Coaches also self-rated how successful they felt each component of the PBC was implemented at each visit. On a scale of 1 (not at all successful) to 5 (very successful), coaches rated overall coaching a 4.19 or mostly successful.

An essential component of Practice-Based Coaching is for programs to self-select their own target goals. For infant educators, goals regarding early language support were most common (55.9%), followed by facilitated exploration (24.6%) and relational climate (16.4%). For toddler educators, most educators chose a goal in the language modeling (33.3%), behavior guidance (30.2%), or facilitation of learning and development (22.3%) dimensions. In preschool classrooms, educators most frequently set goals in the behavior management (29.9%) and concept development (28.6%) dimensions.

Coaching Session Feedback. A Coaching Session Feedback Survey was created to obtain on-going feedback from program participants about their experiences in the program. This brief survey is designed to be completed at the conclusion of each coaching visit in less than five minutes. Respondents also have the option to request contact by the project coordinator and can provide any other feedback to the QAR team. Respondents rated themselves on the following questions, on a scale of 1 – *No/Not At All* to 5 – *Extremely*:

- To what degree do you feel you were able to decide the goals and steps you are going to work on?
- To what degree do you feel you are making progress on your goal?
- The interactions with my coach helped me to improve my practice?
- The discussion with my coach prompted me to reflect about my practice in a meaningful way?

To date, 630 surveys have been gathered (42%). Overall, program participants feel that they are reflecting on their practices (4.48), improving on their practices (4.38), and deciding on their own goals (4.41). Educators reported less efficacy in making progress on their goals (3.94); however, many of the educators currently served through the project have only recently engaged in coaching, so this is not an unexpected finding.

Comments from educators were also gathered on feedback surveys. A sampling of comments includes:

- “She made this process much less stressful than expected.”
- “I am looking forward to receiving more help and feedback on ways to help teach.”
- “[Coach] has been so patient and supportive working with me on the administrative scale. I have loved working with her.”

- “I am starting Monday as a coach for Early Head Start. [Coach] has been a great role model in coaching as well as CLASS. Teachstone has been a valuable resource to me as well!”
- “I feel that participating in the QAR program is very beneficial to the center.”

Comparison Study

The administrative coaching provided through the comparison study with Cohort 6 concluded in April 2023. Some programs chose to end coaching interventions earlier between January – April 2023. Time 2 assessments using the *Program Administration Scale* began in May 2023 and will conclude by the end of June 2023. Time 2 CLASS assessments for these programs will be conducted in Spring 2024. Comparative data analysis will be performed thereafter.



Conclusions

Examination of the process for developing and launching the QAR program suggests the project is meeting objectives in a comprehensive and thorough way. Although hiring and onboarding staff was a longer process than anticipated, the QAR staff are highly qualified, well-trained, and conduct their assessment and coaching activities efficiently with fidelity to the model. Rigorous training protocols and meaningful, on-going professional development were useful for building knowledge, skills, and confidence of the staff. The ECIC QAR leaders were successful in navigating the project launch with Cohort 6 and seamlessly conducted the 2023 expansion in a timely and effective manner. While not all of the Cohort 1-5 programs were retained, the 107 classrooms

that are continuing in QAR are adapting to the new instruments and indicate that the PBC approach to coaching is useful.

Communication and carefully constructed protocols are hallmarks of the project success. Written communication tools are incorporated into the standard workflow for onboarding educators and their administrators. The orientation webinars provide participants with context about the program and specific details that set the stage for effective implementation. Written materials and systematic electronic communication provide support for each participant's onboarding; however, the most important communication vehicle is personal communication with the Quality Specialists as they conduct initial assessments and build trusting relationships with the coachees.

The robust baseline data collected thus far in the project are useful for understanding the nature of quality early learning programs in Missouri and will inform the further development of QAR. Feedback from both coaches and program participants suggest that educators are deeply considering aspects of their practice and beginning to make progress on goal attainment.

Assessment and coaching continue to operate at a steady pace. Coaching implementation will continue to be analyzed to determine patterns and potential areas for professional development of program staff and educators. In collaboration with OOC, ECIC is preparing for adding 500 classrooms to the project as projected for Fall 2023. Recruitment for these classrooms will begin in August 2023. One lesson learned is that the timing and scheduling of assessment and coaching is important for some programs. ECIC will anticipate summer closings and work closely with individual programs to ensure that QAR can be adapted to participants' unique situations.

Information dissemination is an essential component of the QAR for multiple stakeholders in Missouri and across the U.S. Because the OOC and ECIC are choosing to incorporate cutting-edge assessment tools and methods, the project is attracting the attention of national thought leaders and researchers as an innovative approach. For example, one research opportunity is the examination of the relationship between CLASS and CLASS Environment scores and how these interactions could impact coaching and program improvement. The ECIC will continue to seek opportunities to message about the work and valuable findings from the process.

The ECIC is grateful for the opportunity to partner with OOC in developing an early childhood quality improvement system for Missouri. The ECIC leadership is committed to providing QAR data and grounded insight to inform the process of creating a system that recognizes quality programs and practices. Over the coming months, the QAR project team and a group of identified stakeholders will support the OOC in designing additional components to the QAR project. This development will continue to facilitate the goal of state-wide program implementation in fall of 2024.

Appendices

A. Program Information Form

Missouri QAR Program Information 2022

Page 1

Welcome to the Missouri Quality Assurance Report (QAR) Cohort #6. Please complete the following questionnaire to help us know more about your program. If you have any questions, please do not hesitate to contact Melissa Newkirk at newkirkm@umkc.edu.

Contact Information

Program Name:

DVN:

Street Address:

City:

Zip Code:

County:

State

☐ Missouri

Phone Number:

Director First Name:

Director Last Name:

Director Email:

Alternate Contact First Name:

Alternate Contact Last Name:

Alternate Contact Email:

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Program Information

What ages does your program serve?

- ☐ Infants (birth - 11 months)
☐ Toddlers (12 - 36 months)
☐ Preschool (36 months - 5 years)
☐ School-age (5 - 12 years)

Please indicate the options your program provides:

- ☐ Part-day (2-4 hrs.)
☐ School-day (4-8 hrs.)
☐ Full-day (>8 hrs.)
☐ Before/After School

What are your program's hours?

What is your program's enrollment capacity?

How many children are currently enrolled part-day?

How many children are currently enrolled full-day?

Number of children whose primary language is not the language spoken at the program:

Number of paid employees who work at the program:

How many administrative staff are employed at your program full-time?

{{35 hrs/wk or more}}

How many administrative staff are employed at your program part-time?

{{10-34 hrs/wk}}

How many teaching staff are employed at your program full-time?

{{35 hrs/wk or more}}

How many teaching staff are employed at your program part-time?

{{10-34 hrs/wk}}

How many support staff are employed at your program full-time?

{{35 hrs/wk or more}}

How many support staff are employed at your program part-time?

{{10-34 hrs/wk}}

How many administrative staff have left the program in the last 12 months?

How many paid support staff have left the program in the last 12 months?

How many paid teaching staff have left the program in the last 12 months?

Does the director hold an administrator credential?

- ☐ Yes
☐ No

Please list the type of administrator credential and who it was issued by:

Please select your program type (select one)

- ☐ for-profit - private proprietary or partnership
☐ for-profit - corporation or chain (e.g., KinderCare)
☐ for-profit - corporate sponsored (e.g., Bright Horizons Family Solutions)
☐ private nonprofit - independent
☐ private nonprofit - affiliated with a social service agency or hospital
☐ public nonprofit - sponsored by federal, state, or local government
☐ college or university affiliated
☐ military-sponsored
☐ public school

What is the program licensing status?

- ☐ exempt
☐ license-exempt
☐ licensed

Does the program receive state subsidy?

- ☐ Yes
☐ No

Number of children enrolled who receive subsidy:

Does the program receive Head Start funding?

- ☐ Yes
☐ No

Does the program receive state pre-kindergarten funding?

- ☐ Yes
☐ No

Is the program sponsored by a faith-based organization?

- ☐ Yes
☐ No

Is the program accredited by NAEYC?

- ☐ Yes
☐ No

What is the date the accreditation expires?

Is the program accredited by another accrediting body?

- ☐ Yes
☐ No

Name of accrediting body:

What is the date the accreditation expires?

Classroom Information

How many groups (classes of children) does the program have?

Classroom 1 Name:

Teacher 1 Name:

Teacher 1 Classroom Role:

- ☐ Teacher
☐ Assistant Teacher

Teacher 2 Name:

Teacher 2 Classroom Role:

- ☐ Teacher
☐ Assistant Teacher

Teacher 3 Name:

Teacher 3 Classroom Role:

- ☐ Teacher
☐ Assistant Teacher

Teacher 4 Name:

Teacher 4 Classroom Role:

- ☐ Teacher
☐ Assistant Teacher

Number of Children Enrolled:

Age of Youngest Child Enrolled:

Age of Oldest Child Enrolled:

Please select the days this classroom is open:

- ☐ Monday
☐ Tuesday
☐ Wednesday
☐ Thursday
☐ Friday

Hours open:

Do you have another classroom to add?

- ☐ Yes
☐ No

Classroom 2 Name:

Teacher 1 Name:

Teacher 1 Classroom Role:

Teacher 2 Name:

Teacher 2 Classroom Role:

Teacher 3 Name:

Teacher 3 Classroom Role:

Teacher 4 Name:

Teacher 4 Classroom Role:

Number of Children Enrolled:

Age of Youngest Child Enrolled:

Age of Oldest Child Enrolled:

Please select the days this classroom is open:

- ☐ Monday
- ☐ Tuesday
- ☐ Wednesday
- ☐ Thursday
- ☐ Friday

Hours open:

Do you have another classroom to add?

- ☐ Yes
- ☐ No

Classroom 3 Name:

Teacher 1 Name:

Teacher 1 Classroom Role:

B. Orientation Webinar Feedback Survey

Missouri QAR Cohort #6 - Orientation Webinar Evaluation - Model 2

Thank you for attending the QAR Orientation Webinar. Please complete this short survey about your participation in the webinar. We appreciate your feedback.

1. What date did you attend the webinar?

Please input date (M/d/yyyy)



2. About the webinar:

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly agree |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| The webinar answered my questions about the QAR project. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The webinar dates and times offered were convenient for my schedule. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| I feel prepared to start the QAR process. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The webinar facilitator answered questions presented. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The information presented was useful. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. The orientation webinar increase my knowledge of the following:

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly agree |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Missouri Quality Assurance Report (QAR) - Cohort #6 Models | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Classroom Assessment Scoring System (CLASS) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Program Administratio n Scale (PAS) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Early Childhood Work Environment Survey (ECWES) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Early Childhood Organization al Equity Assessment (OEA) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Practice- Based Coaching (PBC) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

4. What improvements could we make to the webinar to be more helpful?

5. Are there additional support you need to start the QAR process?

6. I have additional questions and would like to be contacted. Please provide contact information.

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.

 Microsoft Forms

I, as the Program Director, agree to:

- _____ Provide support to both the coach and coachee through check-ins.
- _____ Address any questions regarding progress related to coaching goals to both the coachee and coach.
- _____ Acknowledge that coaching data and activities are not used for supervision and performance evaluation and the coach will share teacher goals with me.
- _____ Ensure staff coverage for the coachee and coach meetings.

Coach's Signature

Date

Teacher's signature

Date

Director's Signature

Date

Rev. 7/2022



E. Coaching Report – Administrators

Early Childhood QAR Coaching Sessions Report - Administrators

Page 1

Please complete the survey below.

Thank you!

Name of Coach

Name of Program

Date of scheduled coaching session

Was the scheduled coaching session in-person or virtual?

☐ In-person
☐ Virtual

Did the coaching session happen?

☐ yes
☐ no

How many minutes for Establishing the Partnership?

How many minutes for Focused Observation (Problem Solving Discussion)?

How many minutes for Reflection and Feedback?

How many minutes for Shared Goals and Action Planning?

This sum should be the overall number of minutes of the entire session. If not, please go back and adjust times.

Which coaching strategies were used during this session?

- ☐ Performance feedback
- ☐ Collaborative progress monitoring
- ☐ Ongoing use of an action plan
- ☐ Help with materials and resources
- ☐ Intentional focus on relationships
- ☐ Other

If other, please explain.

Goal planning focused on which assessment tool and domain?

- ☐ Program Administration Scale (PAS)
- ☐ Organizational Equity Assessment (OEA)
- ☐ Early Childhood Work Environment Survey (ECWES)

Which PAS domain?

- ☐ Human Resources Development
- ☐ Personnel Cost and Allocation
- ☐ Center Operations
- ☐ Child Assessment
- ☐ Fiscal Management
- ☐ Program Planning and Evaluation
- ☐ Family Partnerships
- ☐ Marketing and Public Relations
- ☐ Technology

Which OEA domain?

- ☐ Organizational Commitment to Equity
- ☐ Resource Allocation/Budgeting
- ☐ Organizational Climate/Culture
- ☐ Outreach/Communication/Family Engagement
- ☐ Human Resources Practices
- ☐ Data Use
- ☐ Community Collaboration

Which ECWES domain?

- ☐ Collegiality
- ☐ Professional Growth
- ☐ Supervisor Support
- ☐ Clarity
- ☐ Reward System
- ☐ Decision Making
- ☐ Goal Consensus
- ☐ Task Orientation
- ☐ Physical Setting
- ☐ Innovativeness

What was the status of a previous goal reviewed?

- ☐ Achieved the goal by meeting the specified criteria
- ☐ Making progress will keep implementing the action plan
- ☐ Made changes to the plan by revising the goal or changing the action steps

Overall, to what degree did you think the session was successful?

- ☐ Not at all Successful
- ☐ A Little Successful
- ☐ Somewhat Successful
- ☐ Successful
- ☐ Very Successful

To what degree did you think Establishing the Partnership was successful in this session?

- ☐ Not at all Successful
- ☐ A Little Successful
- ☐ Somewhat Successful
- ☐ Successful
- ☐ Very Successful

To what degree do you think Focused Observation (Problem Solving Discussion) was successful in this session?

- ☐ Not at all Successful
☐ A Little Successful
☐ Somewhat Successful
☐ Successful
☐ Very Successful

To what degree do you think Shared Goals and Action Planning was successful in this session?

- ☐ Not at all Successful
☐ A Little Successful
☐ Somewhat Successful
☐ Successful
☐ Very Successful

To what degree do you think Reflection and Feedback was successful in this session?

- ☐ Not at all Successful
☐ A Little Successful
☐ Somewhat Successful
☐ Successful
☐ Very Successful

Did you provide resources to the coachee?

- ☐ Yes ☐ No

If yes, what resources did you provide?

What was the reason the coaching session did not happen?

- ☐ Technology failure
☐ Unavoidable schedule change
☐ Personal issues - coachee
☐ Personal issues - coach
☐ Scheduled time off
☐ Coachee had to "staff-in" a classroom
☐ Other

If other, please explain.

Comments

F. Coachee Feedback Survey

QAR Coaching Session Feedback Survey

Page 1

Thank you for completing this brief survey to help us gather information about the Missouri QAR Pilot Project for continuous quality improvement. Your specific responses will help to improve coaching services offered to administrators and teachers engaging in coaching activities.

Program Name:

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Coach Name:

Role for this coaching session:

- ☐ Program Administrator
☐ Classroom Teacher

Date of Coaching Visit:

During this session, to what degree do you feel you were able to decide the goals and steps you are going to work on:

Not At All Some Completely

(Place a mark on the scale above)

During this session, to what degree do you feel you are making progress on your goal.

No Progress Some Progress Met My Goal

(Place a mark on the scale above)

During this session, the interactions with my coach helped me to improve my practice

Not At All Somewhat Helpful Extremely Helpful

(Place a mark on the scale above)

Did today's coaching session include reflection and feedback?

- ☐ Yes
☐ No

During this session, the discussion with my coach prompted me to reflect about my practice in a meaningful way. (n/a allowed if reflection and feedback were not part of my coaching session)

Not At All Somewhat Extremely
Meaningful Meaningful Meaningful

(Place a mark on the scale above)

I would like to be contacted to discuss today's visit with the project coordinator.

- ☐ Yes ☐ No

Please provide contact information (email or telephone):

Do you have any other feedback you would like to provide?

- ⁱ Hamre, B.K., La Paro, K.M., Pianta, R.C., & LoCasale-Crouch, J. (2014). *Classroom assessment scoring system manual: Infant*. Baltimore, MD: Paul H. Brookes Publishing Co.
- ⁱⁱ La Paro, K.M., Hamre, B.K., & Pianta, R.C. (2012). *Classroom assessment scoring system manual: Toddler*. Baltimore, MD: Paul H. Brookes Publishing Co.
- ⁱⁱⁱ Teachstone (2022). *Classroom assessment scoring system 2nd Edition: Pre-K-3rd Observation Field Guide*. Teachstone.
- ^{iv} Talan, T. N. & Bloom, P.J. (2011). *Program Administration Scale: measuring early childhood leadership and management*, New York, NY: Teachers College Press.
- ^v Abel, M.B., Olson, B.D., Fromm Reed, S., Magid, M., & Jones, K. (2018). *Early Childhood Organizational Equity Assessment Validation Study*. McCormick Center for Early Childhood Leadership.
- ^{vi} Bloom, P.J. (2010). *Early Childhood Work Environment Survey*. Wheeling, IL: McCormick Center for Early Childhood Leadership, National-Louis University.
- ^{vii} Snyder, P., Hemmeter, M.L., Fox, L. (2022). *Essentials of Practice-Based Coaching: supporting effective practices in early childhood*. Baltimore, MD: Paul H. Brookes Publishing Co.
- ^{viii} Bailey, B. (2014). *Conscious Discipline: building resilient classrooms*. Oviedo, FL: Loving Guidance.
- ^{ix} McFarren Aviles, J. & Amadee Flores, E. (2022). *Hearing All Voices: culturally responsive coaching in early childhood*. St. Paul, MN: Redleaf Press.
- ^x Hamre, B.K., La Paro, K.M., Pianta, R.C., & LoCasale-Crouch, J. (2014). *Classroom assessment scoring system manual: Infant*. Baltimore, MD: Paul H. Brookes Publishing Co.
- ^{xi} La Paro, K.M., Hamre, B.K., & Pianta, R.C. (2012). *Classroom assessment scoring system manual: Toddler*. Baltimore, MD: Paul H. Brookes Publishing Co.
- ^{xii} Teachstone (2022). *Classroom assessment scoring system 2nd Edition: Pre-K-3rd Observation Field Guide*. Teachstone.